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LEARNING TO SPELL

A Manual for Teachers Using the

ALDINE SPELLER

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LEARNING TO SPELL

ARE we spelling as well in our schools today as our forefathers did in the little red schoolhouse? This is the question that has been asked many times but no one has been able to answer it in any convincing way. There have been advocates of both sides of the question. The fact remains that no one knows. We do not know how well children could spell fifty, or even twenty-five, years ago. As time goes by there is a glamour thrown over the past and we see only the high lights. We remember that in spelling a match there was a certain boy, or girl, who spelled down the entire school time after time, or possibly had a reputation for being the best speller in the entire county. When a spelling match was announced it was a foregone conclusion that the victory lay between two or three pupils. How many children of the eighth grade could spell the following list of words?

phthisicky

magisterial

ichthyology

convalesce

abstemious

calligraphy

demoniacal

saccharin

We remember the pupils who were able to spell these difficult words, and we forget those who were unable to spell

them. We remember the good spellers and forget how many poor ones there were.

The question is not whether one or two could spell, or learn to spell such words, but could nearly every pupil in the school spell such words? If they could, what use did they make of their knowledge? The corollary to the proposition is, how many were unable to spell "which," "there," "writing," "guess," and a thousand other common words? The question then is fairly before us; viz., *What is the object of teaching spelling?*

OBJECT OF TEACHING SPELLING

Ever since the school of early days spelling has accompanied "reading, 'riting, and 'rithmetic" as a part of the curriculum. The day when reading was taught by the "spelling method," so called, is not far back in the past. "How can one learn to read if one does not know his letters, that he may be able to spell out the words that he meets in his reading?" Not until recently has the question been asked, "Why do we study spelling at all?" Do we need it in our reading? Modern methods have shown us that we do not. We need to know how to spell only when we wish to write. How often does the average person write "phthisicky," "magisterial," "ichthyology," "convalesce," and other equally uncommon words? Not often, perhaps never. Then why spend the time of our overcrowded school day in having children try to learn these words, when numerous recent investigations show positively that children are constantly misspelling "which," "there," "their," and many other common, everyday words?

TEACHING VERSUS TESTING

For many years the spelling lesson has been, with many teachers, a means of obtaining a breathing space in the day's work. It was comparatively easy to say to the children "Take the next twenty words." The study of these words took some time, and it was easy work to dictate the lesson at the end of fifteen or twenty minutes, have the pupils exchange papers, and correct the words. What was the net result at the end of the year? No one knew. Had they tested the right words for the given grade? No one knew. They had tested the words that were given in the spelling book adopted by the city, town, or state. Most of the books contained from 10,000 to 12,000 words. That the children did not use many of these words in their written work made little or no difference. In some cases at least, the author of a spelling book took the dictionary and started with the *a*'s and proceeded through the alphabet, deciding that the children ought to know how to spell this word, and that word, and so on through the dictionary. No attempt was made to find out whether the pupil used the words or not, and no attempt was made to place the words according to their use in the proper grade.

Was it possible for a teacher using such a book to test the right words? Probably not. She tested all she could. She assigned ten words a day for about 150 days during the year, or if she dared, or the course of study called for it, twenty, or twenty-five words were given in the upper grades. The teacher was compelled to do so in order to *finish the speller*. Did she *teach* the words? How could she

teach even the ten words in the short time allowed? In order that spelling words might be *taught* some teachers suggested that five new words a day would be sufficient to meet the needs of the pupil. The answer of many teachers, following ancient traditions, shows that they think that this would be unwise. Not to teach "which," "there," "their," and such words until the upper grades certainly would be even more unwise.

Teachers have had the mistaken idea that children learn to spell many words because of constant use, and that there is no need of teaching them. Recent studies have shown that this is not true except with respect to occasional children who have already developed what has been called a *spelling consciousness*. In the vast majority of cases this spelling consciousness needs to be developed. To accomplish this words have to be selected, and carefully and systematically taught, to most children. The selection of words, therefore, is an important work of the author of a spelling book.

Thanks to recent investigations the day has come when two important questions are being asked :

1. *What* words ought we to teach?
2. *How* shall these selected words be taught?

SELECTION OF A VOCABULARY

In the past teachers have had little or nothing to do with the selection of the widely differing vocabularies which they have had to teach. The best of our teachers have attempted to select a reasonable list from the spelling book which has

been provided. That selection, however, has been limited by the spelling book in use, the vocabulary of which has already been selected, and may or may not be a reasonable one. The question may even be raised, "To what extent can teachers intelligently select the vocabulary which should be taught?" In 1914 teachers of the city of Boston chosen from all the elementary grades, were asked to make a selection of words fitted for their respective grades. The significant thing in their report was that the second grade teachers chose not only words which should be taught in the second grade, but also words which eventually should be taught in each later grade; and many teachers of the eighth grade selected words which should have been taught in a previous grade. "Always," for example, was in the list of one or more teachers of every grade, I to VIII inclusive. Many other words were in the lists of teachers of several grades.

In 1916 Jones's "Hundred Demons" (see page 22, Part III) were given to forty-five second grade teachers for them to select the words which should be retained in the second grade. Seventy-nine of these words are among Ayres's "Thousand Commonest Words in the English Language." Every word was voted to be retained by one, or more than one, *second* grade teacher as suitable to be taught to second grade pupils.

A group of twenty-eight prospective Boston teachers, who had had some experience in the grades as practice teachers, and much experience in observation, was asked to arrange the following list of words in the order of their difficulty:

ache
enough
direction
company
business

hoped
ocean
muscle
sentence
whether

The directions given were to place the easiest word, in so far as its spelling difficulty was concerned, first, and the most difficult word last, the others to be arranged according to the difficulty of each. After the several lists were collected it was found that each of the ten words had been classed as most difficult by some one, and each of the ten words had been classed as least difficult by some one.

Thus all the investigations tend to show that teachers are not able to select words according to their difficulty. The difficulty can only be found by experimenting with thousands of children and by laboriously correcting and tabulating the results. Fortunately we have a number of such investigations, so that the assignment of words to a certain grade need not be wholly dependent upon the judgment of an individual teacher, but upon the results obtained from testing thousands of children by a number of different skilled investigators.

SELECTION OF A VOCABULARY THROUGH INVESTIGATION

A most important investigation of the vocabularies of children has been made by Dr. W. Franklin Jones of the University of South Dakota. Dr. Jones studied 75,000 themes written by children of all grades from the second to the eighth inclusive, gathered from three different states, and averaging a little less than 190 words each. The num-

ber of themes per student ranged from 56 to 105. The total number of words amounted to nearly 15,000,000.

Among the important results of this investigation the following stand out significantly :

1. Out of the 15,000,000 words used there were only 4,532 different words used by more than 2% of the pupils. *(5,000 carefully selected words are, therefore, probably sufficient for pupils to learn in the first eight years of school.)*

2. The number of words listed per pupil ranged from 431, the smallest vocabulary in the second grade, to 2,812 for the largest vocabulary of an eighth grade pupil. This does not necessarily mean that 3,000 words are sufficient for the spelling vocabulary of children in our schools. The fact that the various investigators disagree to some extent in the vocabularies which they find, is enough to prove this point. There are many factors, such as home conditions, nationality, and locality, which may affect the number of words that will be used. However, when the number is increased to approximately twice the largest single vocabulary found, all of the common words of the best investigations will have been included.

3. The average number of words in the written vocabulary of each grade is as follows :

Grade 2	521
Grade 3	908
Grade 4	1,235
Grade 5	1,489
Grade 6	1,710
Grade 7	1,926
Grade 8	2,135

Jones shows that the writing vocabulary of children is comparatively small. This narrows our spelling problem within correspondingly small limits.

4. Of the 4,532 different words the number used by at least 2% of the pupils in the respective grades was as follows :

Grade 2	1,927
Grade 3, new words added	469
Grade 4, new words added	442
Grade 5, new words added	432
Grade 6, new words added	425
Grade 7, new words added	419
Grade 8, new words added	418
	<hr/> 4,532

WHEN SHOULD SPELLING BE TAUGHT

The scientific teaching of spelling requires that words shall be taught in the grade in which they are first used. When the child first enters school his speaking vocabulary is comparatively large. His reading vocabulary varies from nothing to one fairly large, depending, in part, on the home from which the child comes. His writing vocabulary is very limited, even under the best of conditions. This latter increases very rapidly during the first three years. The teaching of nearly 2,000 words in the second grade becomes, of course, a gigantic, even an impossible, task. The ALDINE SPELLER obviates this in two ways :

(a) By postponing the teaching of the words least likely to be used in the second grade until a later grade.

(b) Many of the words which should be taught in the early grades have basic parts which have been called phonograms. By use of these phonogram groups, or "families," the number of words taught in the first and second grades can be very greatly increased, and the best possible foundation given for the development of a *spelling sense*. The ALDINE SPELLER makes full use of this principle, and a very complete list of phonic "families" will be found at the close of the work of the second year. (See page 65, Part I.) Attention is also called to suggestions for teaching such words on page 28 of this manual.

OTHER INVESTIGATIONS

In 1911 Mr. R. C. Eldridge published the results of a study of 250 different newspaper articles occurring in four issues of a Buffalo Sunday paper. Of the 43,098 words tabulated there were only 6,002 different words. *This again shows that the writing vocabulary even of adults is comparatively small.*

Cook and O'Shea studied the correspondence of thirteen adults, tabulating 200,000 words, and found only 5,200 different words.

There is one underlying characteristic of each of these three studies; viz., the writing, and therefore the spelling, vocabulary of individuals is much smaller than we formerly considered it, and consists of approximately 5,000 words. (The ALDINE vocabulary contains approximately 5,000 carefully selected words which should form the basis of the writing vocabulary of an eighth grade pupil.)

THE CONSTRUCTION OF A SPELLING SCALE

In 1915 Dr. Leonard P. Ayres of the Russell Sage Foundation tabulated some of the lists of words then available and made a selection of the 1,000 commonest words. This list of 1,000 words was then divided into 50 lists of 20 words each and given in the middle of the year to the children of two consecutive grades in a number of cities. As a check, words were taken from each of the fifty lists and recombined into new sets of twenty words each, then sent out as tests in each of four consecutive grades in different cities. The whole number of children thus tested was 70,000 in 84 cities in grades II to VIII inclusive. On the basis of this testing the Ayres Spelling Scale was organized.

The significant features of the scale are: (1) It contains only the commonest words. (2) It gives approximately what one ought to expect from any given grade when spelling words that are listed as equal in spelling difficulty. (3) The determination of the difficulty of any word was not dependent on the judgment of any one person, or group of persons, but on the ability of a large group of children to spell those words by writing them.

In giving the tests for the purpose of this scale it was not previously known whether the words had been studied or not. It has been found that testing these words after they have been carefully taught yields from 5% to 20% higher accuracy. Because they are the most common words in our language (Ayres found that these words comprise approximately 90% of our writing vocabulary) they are the words which ought to be taught carefully

and thoroughly. All of these words occur in the ALDINE Vocabulary.

THE BOSTON LIST

The Boston Minimum List consists of words selected from lists that had been sent in by the teachers of the different grades as the words which, in their opinion, should be taught in their respective classes. Two hundred and thirty-seven teachers sent in lists of approximately thirty-five words each. These words were then arranged in alphabetical order together with the number of teachers reporting each word. All words were then arranged in two lists, a minimum list composed of words which it was considered desirable for every child to know, and a supplementary list, including all the other words which had been reported. The words were at the same time assigned to the grades in which they were to be taught on the following bases :

1. Only those words that were reported by at least five teachers were placed in the minimum list.
2. Any given word was placed in the grade in which it was reported by the largest number of teachers.
3. If the spelling of any word depended on a particular rule or suggestion the word was placed in the grade in which such a rule or suggestion was given in the course of study then in force.

After a year's work on the words they were assigned a value determined by the percentage of children who were able to spell the word correctly in a carefully controlled test. This provided a definite problem for the teacher because it pointed out the easy and the difficult words.

A word with a high percentage of accuracy was considered an easy word. A word with a low percentage of accuracy was considered a difficult word.

OTHER LISTS

From time to time during the last few years other lists of words have been organized, all with the view of conserving the time given to spelling by requiring the pupil to learn to spell only those words for which he has an immediate or a probable future use. There has also been an attempt on the part of a few of the organizers to determine the difficulty of the lists as was done in Boston. Such lists have been organized in St. Louis and Kansas City, Missouri, and in other places, notably in the state of Iowa.

THE CONSTRUCTION OF THE ALDINE SPELLER

The vocabulary of the ALDINE SPELLER has been selected with great care. All the important lists were tabulated in such a way as to show the recurrence of the words and the grade distribution. Careful testing and study were given where there were significant variations in order to determine the correct selection and gradation. In addition to this the vocabularies of several of the best known textbooks were tabulated to ascertain the basis, if any, of their selection of words. These vocabularies varied so largely as to be of little value except to show the defects of unscientific selection.

Approximately 5,000 words were finally chosen. These include the words in common use and such words in the

upper grades as are necessary to teach the varying vocabulary of life by the development of desirable forms. Without this attention to derivatives, difficult endings, the error producing problems of *ie* or *ei*, and the doubling of the final consonant, no course in learning to spell is complete or fully effective.

After the selection of the words a series of illustrative sentences was gathered from many sources. Many of these sentences are quotations from our best authors, are within the grasp of the children, and will be found invaluable for memorizing, as dictation exercises, or used simply to illustrate the use of the words taught in the previous lessons.

Finally, at the end of the work for each grade, will be found an alphabetically arranged list of all the words taught in that grade, with the exception of the phonic words taught in the first and second grades which are not alphabetically arranged. The latter will be found, with others of the same "family," or series, at the end of Part I.

TYPES OF LEARNING

In the past the method of giving the spelling lesson was to assign a list of words for pupils to study. After a period of time the lesson was "recited." The "recitation" consisted largely of testing the pupils, either orally or through written work, to see if they had learned what had been assigned to them.

This method of learning spelling appealed to only one type of pupil, *i.e.*, the pupil who learned by *seeing*. However, we know now that, although most children depend largely

upon vision for what they learn, there are those who learn best by hearing the word *spoken*, while there are others who learn best by going through the motions of making the letters, either with the throat or the hand, and a large majority learn best by using all four processes.

To obtain the best results teachers are urged to give the pupils a chance to use all four processes, not for the purpose of testing their ability to spell, but *as a method of learning*. In this way appeal is made successively to the eye, the ear, the vocal organs, and the hand. All these taken together form associations which will be of great help in enabling the pupil to retain the correct spelling of the word. It gives the pupil a mental picture of the word through the sense that is best suited to him, besides giving all pupils the help of all the senses in fixing the word.

If the sense of hearing holds an important place in learning to spell then oral spelling becomes an important factor in the teaching and learning to spell. *Oral spelling should always precede written spelling.*

WRITTEN SPELLING

Ability to spell a word means the carrying out of certain habits which have already been formed. If these habits are right then the word is spelled correctly. If children have not formed the right set of habits, if their pronunciation is wrong, if their mental picture is distorted, if imperfect vision causes them to see the word indistinctly, if their hearing is not normal, or if the coördination of the muscles is poor, any or all of these things will lead to the misspelling of a word. It is highly important, therefore, that the first

impression which the pupil gets of the word shall be a correct one. That first impressions are lasting must be continually kept in mind. *The method of teaching* will help or hinder the getting of this correct impression.

PRONUNCIATION AND ENUNCIATION

Assuming that every word in the spelling lesson is already long since in the child's speaking vocabulary there should be no word in it that he cannot and does not pronounce correctly. However, there are some very common words too often mispronounced. The teacher should watch for these words and secure a correct pronunciation.

There is little chance for a boy to spell "*kept*" correctly, if he pronounces the word as though it were spelled "*k-e-p*." In words of more than one syllable the form should be emphasized by syllabication, thus making certain that each syllable is pronounced. Of 155 pupils who misspelled "*boundary*," 100, or 64.5% spelled the word they heard, namely "*boundry*." This spelling was certainly caused by poor pronunciation. Syllabication makes the spelling more obvious, promotes clear enunciation, and assists in making a clear mental picture of the word. If the word is composed of two words, as "*somewhere*," he sees more readily that the long word is only made up of the two short words with which he is already familiar. Throughout the book all words of more than one syllable are so syllabicated when first taught. It is unwise to require children to divide such words in a written spelling lesson.

Much time and much thought may wisely be given to the enunciation of children. Clear and accurate enunciation

should *always* be demanded. Children strongly tend to spell as they speak. Slovenly enunciation will give inaccurate spelling.

ROOT WORDS AND DERIVED WORDS

There is abundant material throughout the book illustrating the changes in root words when derivatives are formed. This does not mean, however, that there is nothing for the teacher to do. The teacher must keep constantly in mind that it is not necessarily true that because the child can spell "health," he can spell "healthy." Below is given a list of twenty-three words and one or more derivatives which were given to approximately 1,000 children in the sixth grade. It was known beforehand that the root word had been taught either during the year or in the fifth grade. The number following each word indicates the percentage of accuracy with which each word was spelled. It will be noted that in each case the root word was spelled with from 5% to 40% higher accuracy than the derivatives.

COMPARISON OF ROOTS AND DERIVATIVES

(All root words occurred in the sixth grade minimum list.)

abbreviate	78	abbreviates	75
absence	85	absences	75
accident	90	accidents	77
arrange	92	arranging	86
attack	94	attacked	87
		attacking	94
boundary	87	boundaries	67

century	93	centuries	77
commence	85	commenced	81
		commencing	74
conquer	89	conquered	80
deceive	80	deceiving	70
decide	87	decided	85
		deciding	85
describe	82	describing	76
industry	96	industries	79
judge	98	judges	93
material	84	materials	75
mosquito	94	mosquitoes	59
recognize	87	recognized	85
return	98	returned	93
		returning	95
salary	86	salaries	77
telegraph	98	telegraphed	90
telephone	98	telephoned	95
ventilate	87	ventilated	85
wharf	99	wharves	69

In every case but one (attacking) the derivative proved itself a harder word to spell even though it, too, had been taught. Since it is important that children should know how to spell such common words as "judges," "mosquitoes," etc., as well as the root word, *many derived forms must be considered as presenting new spelling problems and taught as such.* Since it is impossible to teach all derivatives and the needs of the pupils are varied, careful training in the formation of derivatives must be given.

HOMOPHONES OR HOMONYMS

Homophones, or as they are more commonly called, homonyms, are words spelled differently but pronounced alike. Throughout the text of this book they have been purposely kept apart. Investigation strongly points to the conclusion that they should be kept apart until the correct spelling has become a fixed habit, and the ability to use them correctly in sentences reasonably sure. In order that no confusion as to the proper use of a homophone may arise in the child's mind, it should be presented in a phrase, or still better in a complete sentence. In dictating words it should never be taken for granted that the child knows which one of a pair of homophones is meant. A sentence should be given to show which one is required. Spelling *there* correctly in a column of words does not necessarily mean that the word would be spelled correctly in a sentence. If the child *always* hears it in its proper setting there will be a tendency always to see it in this setting with the correct spelling naturally following.

PROPER NAMES

The proper names that should be taught vary with the community and the school. The teacher should herself select those that need to be taught to her class. In the first grade the child should be taught to spell his own name. In the second grade he should be taught the most common names of other children in the room, the name of the teacher, of the city or town, and of the state. He should be taught that these names always begin with a capital letter. Other

local names of special importance should be taught at the discretion of the teacher. In later grades the names that are needed in Geography and History should be taught in connection with those subjects.

USE OF THE DICTIONARY

The "dictionary habit" is a most desirable one. Those children are fortunate who have instant access to a dictionary when they begin the work in the fourth grade. However, *children must be taught how to use the dictionary.* Suggestions for teaching the use of it may be found in the suggestions for each grade. (See pages 37, 42, 46, 55, etc.) Do not deaden the interest by requiring the pupils to look up every word in the lesson, but rather have them look up all words whose spelling or pronunciation is uncertain. Such work may be used very profitably as a language lesson rather than as a part of the spelling lesson. Many interesting and helpful lessons may be given in forming plurals, adding prefixes and suffixes, selecting derivatives, and finding synonyms other than those given in the book. *No lesson should be assigned in the dictionary before the children have been taught how to use it.* The lessons in this book suggest how to teach its use and give some practical experience in consulting it for the pronunciation of words. The resourceful teacher will find opportunity for much additional practice.

RULES AND THEIR USES

The ALDINE SPELLER aims to develop a few general rules for spelling. These are carefully developed throughout

the grades but appear as formal rules only in the later grades. The foundation of some of the rules is laid in Part I, and the development continues throughout the succeeding grades. (See lesson 57, grade III, lesson 74, grade IV, etc.)

REVIEW LISTS

Throughout the book, review lists are common. The time usually allotted to the spelling lesson is short and, therefore, only those words which have been shown by investigation to need reviewing occur in these review lists. Words presenting the most difficulty are often repeated in the same and succeeding grades. The words which are recurring constantly in the written vocabulary of children are the words which they need to be sure that they have mastered. Including only such words for review will enable both teacher and pupil to conserve the time of the school day. The lessons are short and it is expected that each word is to be carefully taught the first time. If this is done and the pupil's list of the misspelled words is kept, the need of long reviews will be minimized.

Other lists in the form of reviews consist of groups of words especially alluded to by other authors. For example, at the close of the work of the third grade will be found the hundred commonest words in the English language. Ayres points out that these words with their repetitions constitute about one-half of all the words we write. There is no question about the need of thoroughly mastering them early. On pages 42 and 43 of the fifth year work and pages 84 and 85 of the sixth year will be found lists of words taken from the 1,000 commonest words of the English language.

At the end of other grades will be found lists of known trouble makers which should be carefully reviewed.

USE OF VOCABULARY

At the end of the work for each grade, the list of the words taught in the grade is given. If the word is taught in any previous grade an asterisk is placed before the word. For example, *which* appears in the vocabulary of grade VI in this manner: * *which*. This shows that *which* has been taught in a previous grade but does not tell in what grades, nor how many times it occurs in each grade. It is given in the vocabulary of grade V in the same manner. In grade III it occurs without the asterisk, showing that this word occurs for the first time in grade III.

These vocabularies should be of great value to both teacher and pupil as they will enable both to determine at once the words which have been taught in the respective grades. If the word has been taught in a previous grade the teacher will know it and govern herself accordingly. If the word has been presented in that grade the pupil has a chance to find out the spelling without consulting the teacher, thus saving the teacher's time.

PHONETIC WORDS

Many of the words in this book are grouped into phonetic lists. The object of this is strongly to impress the basic part of these words upon the child. The repeated sight, sound, and spelling of this common combination of letters makes it possible to learn the words in a list easily and in a short time.

AN EFFECTIVE METHOD

1. Write *one* of the words on the blackboard. While writing the word *pronounce* it very distinctly by syllables, being clear in enunciation.

2. Have the word pronounced in concert by the class and individually by poor spellers, particularly those whose enunciation is naturally poor.

3. Develop the meaning orally by using the word in a sentence, or defining it.

4. Rewrite the word dividing it into syllables either by a slight break or a line. Call on pupils to spell orally by syllables, as: i-n—d-e—p-e-n-d—e-n-t — independent.

5. Have pupils indicate familiar parts or phonograms in the words. Have them point out peculiarities, non-phonetic elements, silent letters, double consonants, etc. Call attention to any that they do not observe.

6. Have pupils write the word at least two or three times, pronouncing it softly by syllables, or spelling it silently as they write.

7. After the words of the lesson have been studied in this way, allow pupils to study the words silently, laying stress on words which have seemed most difficult to them.

8. Bear in mind the following:

(a) A single lesson should consist of a small number of words. The ALDINE SPELLER plans for two or three new sight words (or five to seven words in a phonic series) for a lesson in the lower grades, gradually increasing until five or six new words may be used in a lesson in the upper grades.

(b) Errors should be anticipated and prevented as far

as possible. *Create a strong impression of the word at the beginning.*

(c) Correct pronunciation, and above all *clear enunciation*, should be insisted on at all times.

(d) Writing the word on the board or on paper immediately after the oral discussion of it gives the "muscle feel" of the word that is of great importance.

(e) The ancient custom of requiring the writing of words a number of times as a punishment is a crime.

(f) A weekly test should be given. This should consist of words taught during the week, of words previously misspelled by the pupils, of words from the "Demon Books," or personal lists of the pupils.

CORRECTION OF A WORD

In the past teachers "corrected" spelling papers solely for the purpose of determining which words were spelled incorrectly. The better thought is to examine spelling papers for the purpose of finding which words are wrong in order to determine *why they are misspelled*. This helps the teacher because it enables her to place the emphasis on the part of the word which is difficult and tends to *prevent* further misspelling. *Prevent the misspelling of a word at the beginning. Form right habits of spelling rather than attempt to correct bad habits of spelling*, should be the slogan of every teacher.

In correcting spelling it should be borne in mind that some words have more than one correct spelling. The child's spelling should not be called incorrect if it is an

approved form. Call his attention to the preferred form, telling him why it is preferred.

PUPIL LISTS

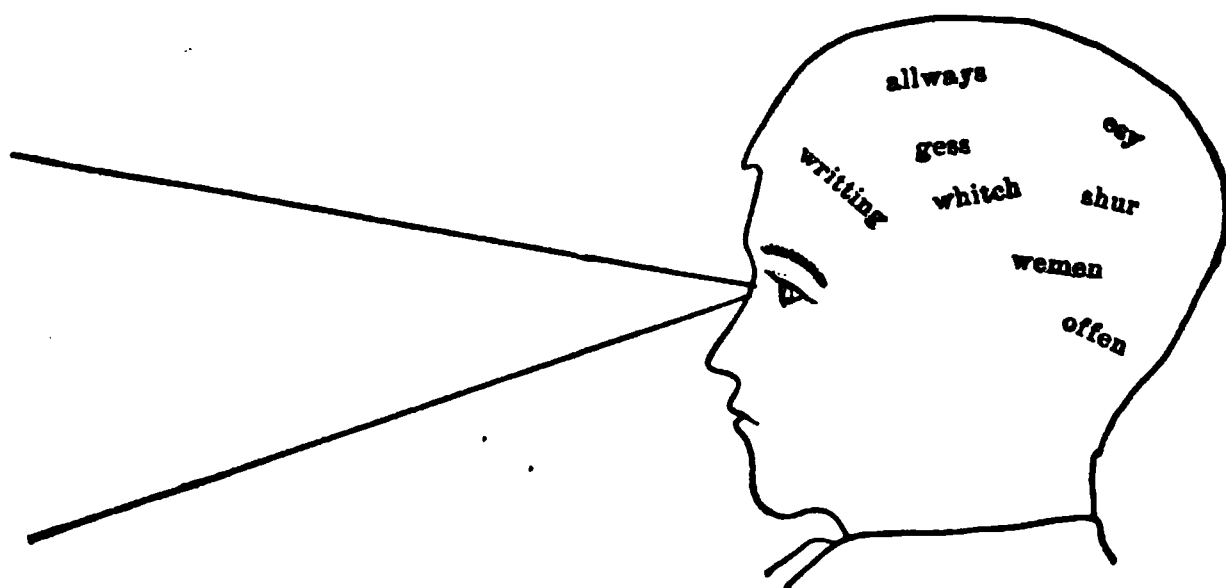
One method of bringing about this formation of good habits is to have each pupil keep a list of his *own* "demons." Each pupil's list will be different, for many words are "demons" for one pupil but not for another. This list may include root words and derivatives, or only derivative words. Each pupil should be required to keep his own list on which he, personally, may be tested from time to time to see if he has mastered the words that have proved difficult for him to learn. This list should not include the words that have been misspelled accidentally.

Writing misspelled lists as a punishment should *be absolutely forbidden*.

THE FUTILITY OF SOME OF THE SPELLING GRIND

Evidence that simple and necessary words are neglected.
Attempting to learn these, while misspelling these :

spectacle
halo
legacy
gossamer
sluice
lurid
buoyant
linear
aggrieve
superlative
romantic
obstinate



SUGGESTIONS FOR FIRST YEAR

THE ALPHABET

OFTEN the spelling of words is forced upon the child before he has properly mastered the alphabet. This is the cause of much poor spelling, much *guessing* in the primary grades. Before a child is allowed to spell orally he should be absolutely sure of the name of every letter, and he should be able to recognize and name it at sight. Before he is allowed to write one word in a dictated spelling lesson, the pupil should be able to write any letter of the alphabet from dictation. This means that the real study of spelling should not be undertaken until the middle of the first year or later.

Be sure that your pupils know their letters before beginning spelling. Following are some suggestions for alphabet drills. Use any that you think helpful.

ALPHABET DRILLS

1. Have pupils read the alphabet in order, pointing to each letter as it is named.

2. Have pupils point to the letters in any order as you call them.

In this drill teach them the approximate place of the letters, that is, to look for *a, d, c, f*, near the beginning; *j, n, k, o*, near the middle; *t, v, w*, near the end.

3. Ask such questions as, "What letter comes after *m*?
n? *d*? *t*?"

4. Consonant Drills.

(a) Call a letter and have pupils give the sound.

(b) Sound a letter and have pupils give the name.

5. Written Work.

(a) Have pupils copy the alphabet in script from print.

(b) Have pupils write the alphabet from memory.

(c) Dictate the letters in any order and require the pupils to write them. Time the children in this exercise, encouraging them to write as rapidly as possible.

6. The Typewriter Game.

Call the alphabet on page 7 of the child's book the keys of a typewriter. Have the children spell words, touching the letters as the letter keys. Dictate as follows: "Write *at* on your typewriter." The pupils touch *a* and *t* as they spell aloud. Then dictate *cat*, *bat*, *hat*. Use phonetic words or words made of letters near together in the alphabet. The object of the exercise is to find quickly the place of each letter in the alphabet, as well as to give the ability to quickly recognize the letters.

A PHONETIC LIST

Page 8, Lesson 1

As may be seen at a glance, this lesson contains five words using the phonogram *un*.

The directions and suggestions given below for the study of this particular lesson apply to all similar phonetic lessons in the book.

1. Pronounce each word distinctly, giving its meaning or using it in a sentence, as, "sun — The sun is shining brightly." You thus give the children the word properly used and leave in no pupil's mind the idea that you meant *son*. "Fun — Did you have fun at recess time, Tom?" Tom's recollection of the recess games will associate the word and its meaning. "Gun — Who has seen a gun? What is its use? Bun — The baker puts currants in the bun." By the variety of ways in which you give or suggest the meaning of the word, try to arouse the pupil's interest in the word itself. Never require a pupil to study the spelling of a word until he has heard it properly pronounced and knows the meaning.

2. Have the pupils read the words, pronouncing each correctly. The children may give original sentences, using the new words.

3. Pupils pronounce and spell each word orally.

4. Ask what letters are found in every word. Teach the children to call the common part the "family name" of the word and to spell it as a unit, as, "sun — spell, s-*un*."

5. Tell the children to look at the list of words and choose the hardest. They may look at the word for a moment, then spell it without looking at the book. In some such way arouse interest in the spelling of each word in the lesson, as, "Who can find and spell the word that is the name of something that makes a great noise?" "The one we all enjoy at recess?" "The one that opens the flowers?" "The one we like to eat?"

6. Pronounce each word, give the family, and spell the word thus, sun, -un, s-u-n. Have pupils emphasize the first

letter — the part of each word that is not common to the series — as, sun, fun, bun, gun, nun.

7. Children place their books face down on their desks, while the teacher dictates the words. Children spell orally. If a word is missed, do not pass it to another child. The one who missed turns over his book and studies the correct spelling while the teacher continues to dictate words to the other pupils. After all the children have spelled, those who missed have a chance to spell their words correctly. From the beginning every child must feel a responsibility for every word dictated to him. He must spell it correctly before the lesson is ended for him.

In all oral spelling, save time by having the children respond in turn without being called upon by name. Perhaps the best way is to go up and down the rows.

COPYING A SPELLING LESSON

Spell the first word very softly and write it on the blackboard as you pronounce each letter. The children look at the written form on the board, and copy the word, saying to themselves each letter as they write. Do the same with other words.

It is not necessary to copy each word more than once. The common part or family name — the combination of letters that requires special drill — is repeated in each word.

As pupils gain facility in written letter forms, they should copy their lessons once in script from the printed lesson in the book. For the first ten lessons, however, the teacher

may well take the time to have the work copied from the board.

DICTATING A SPELLING LESSON

The teacher who truly means to make her children realize the importance of accurate spelling and neat writing will see that each child has a notebook in which to keep his spelling lessons. She will show him just how the work should be arranged in his book. (The child's spelling book shows a good arrangement.) She will insist that he follow the arrangement and that his penmanship be neat. If the teacher cannot provide regular blank books for spelling, the children may make their own of regular writing paper, fastening the requisite number of sheets together with two Magill fasteners, or sewing them with thread or raffia.

In dictating, pronounce each word clearly and distinctly. Have the children repeat, then write the word. This habit of correct pronunciation of the words cannot be over-emphasized. It has been said, and the saying is true, "A word correctly pronounced is half spelled."

MARKING AND CORRECTING PAPERS

When a lesson is perfect, mark it. Mark it *perfect*. That is the mark primary children like best. Mark it in colored pencil. If the child has made a special effort in writing or in neatness, show your appreciation and observation by affixing a star or some other symbol to his paper. Encourage him, make him proud of his spelling, proud of his writing, proud of his book, proud of himself.

Give no spelling mark but the mark for perfect work.

When a child makes a mistake in spelling, call his attention to it. If it is only a careless mistake, he will spell the word orally. The *teacher* then erases the mistake, and the child corrects it. If, however, the child has not mastered the correct spelling, he should be referred to his book. When he can spell the word, the teacher erases the incorrectly spelled word, and the child writes it correctly.

The correcting of the lesson should follow as soon as possible the writing of the lesson. In order that this may be done in the same period, the lessons are kept very short. In order that there may be few mistakes the lessons are very simple. If the lessons are studied as suggested, there should be very few errors to correct. If the work is corrected as definitely as outlined, the pupils will soon learn what is required of them, and will take pride in having a perfect, attractive book. The arousing of such pride, and the cultivation of habits of correctness and neatness are of incalculable value.

1. By thoughtful, intelligent study, prevent errors.
2. When mistakes are made, have the pupils correct them immediately as an important duty.

SIGHT WORDS

Lesson 3, Page 8

The children have had two series or families in past lessons. In the new lesson ask them to look for words that belong to these families. They will find *run* in the *un* family, and *me, the, tree*, in the *e (ee)* family. These words should be distinctly pronounced and spelled orally.

The remaining word is *to*. It belongs to no family that the children have studied. Have the children pronounce it, use it in a number of simple sentences, and spell it.

Give each child a small piece of paper. Tell the children to look at *to* and spell it silently. Then without looking at the book have them write the word on paper. Each word in the lesson may be studied and written in the same way.

WRITING SENTENCES

No new spelling words occur in this lesson. It is a review, an application of some of the words learned.

The first lesson, and perhaps a few others of the same kind, should be taught from the board, although it is better that each child should have a book before him.

A child reads the first sentence from the book. "Run to me."

The teacher says, "I will write it on the board if you will spell the words. The children in the first row stand."

Without waiting to be called upon by name the children spell the words in turn.

The teacher says, "*Run* begins with a capital letter because it is the first word in a sentence. Spell it, capital R-u-n."

When all the words in the sentence have been spelled and written on the board, the teacher places the period at the end, saying, "There is a period at the end of this sentence."

The second sentence is to be spelled by the children and written on the board by the teacher in the same way.

The children may now copy the sentences from the blackboard.

The two things to be taught in this lesson are the capital to begin the first word, and the period at the end of the sentence.

REVIEWS OF PHONETIC WORDS

Phonetic reviews are given frequently throughout the book. Each lesson contains one word of the series taught. These words are numbered.

Have the children open their books to the review lesson, as that on page 12.

Let the children read the words and the families, as, *run-un*, *me-e*, *play-ay*, *fly-y*. Then have each word spelled orally.

Now dictate other words from the same families, as, *sun*, *see*, *gay*, *cry*, *sand*. If a pupil misspells a word, give him the number of the family in which the word occurs. Let him look in his book, study his word, and be ready to spell it when you have finished dictating other words to the rest of the class. Thus you may dictate the word *say*. The child hesitates or misspells the word. Give him number 3. He looks in his book, finds 3 and the well-known word *play* after the number. He knows the word *say* is in the same family, and he studies out the word while you are hearing the rest of the class spell words in the other families. When you return to him and ask, "What is your word?" he answers, "Say — s-a-y."

Never pass a word to a second child. Each child must spell, with help if necessary, every word that is dictated to him.

For written review, dictate any words from the series

represented in the review lesson. Return again and again to these review lessons.

SEAT WORK

Have the children copy the words and under each write one or more words in the same family. Thus :

run	me	play	fly	and
fun	be	hay	try	band

REVIEWS OF SIGHT WORDS

Use these reviews for oral spelling matches and for written tests. Keep records of these written tests. There are 36 sight words assigned to the first year. Arouse the child's interest and ambition to master these words by encouragement and all good incentives.

ADDITIONAL SEAT WORK

1. Make the words or sentences in each lesson with "word builder" letters. This work should be carefully examined to see that it is correct and that it follows the arrangement given in the book.

2. Copy in script the lesson from the book.

SUGGESTIONS FOR SECOND YEAR

REVIEW

THE work of the second grade is a continuation of the work begun in the first grade. It will be well, therefore, for the second grade teacher to read carefully the suggestions given for the work of the first grade. Although some of the words that have already been taught in the first grade occur in the second grade, the first work of the second grade teacher will be to carefully review the phonograms and sight words already taught. This will help to sift out the words which need special emphasis and will form the beginning of the word lists which the children are urged to keep.

PHONOGRAMS

The phonograms are continued in the second grade and the same emphasis on the common part as outlined in the suggestions for the first grade should be continued. (See page 28.)

QUOTATIONS

Lesson 23, Page 29

Have the children copy these sentences, telling them that the quotation marks are put around "Where are my baby stars?" because these are the words of the moon. If

omitted in dictation lessons, have the children open the book and put them in, but do not count the omission as an error.

CAPITAL LETTERS

Lesson 50, Page 38

In addition to teaching the use of a capital at the beginning of a sentence, the names of five of the months of the year are given in Lesson 50, and a proper name is introduced into Lesson 56. Here is a chance to emphasize that the names of the months, and the names of people, always begin with a capital letter no matter where they occur in the sentence.

DICTIONARY PREPARATION

1. The order of the letters should be thoroughly familiar at this time. If not, it must be made so. (See suggestions for drill on page 27.)

2. Have the pupils read clearly and distinctly the words in any lesson, — as, for example, Lesson 1, page 25, — telling the first letter in each, saying, “The first letter in *moon* is *m*; the first letter in *soon* is *s*; the first letter in *noon* is *n*; the first letter in *spoon* is *s*.”

3. Have the pupils group words that begin with the same letter, as, Lessons 1, 2, and 3. Teacher says, “Find all the words in these three lessons that begin with *s*.”

Teacher: Find the words that begin with *b*.

Pupils: *Bid* and *bar* begin with *b*.

Later the pupils may make a list of all the words on a page beginning with the same letter.

4. Have the pupils copy in a column all the words in a

lesson, or in several lessons, or on a page, that begin with the same letter. This should be done under definite direction of the teacher, as, "Make a list of all the words on page 25 that begin with *b*; with *c*; with *d*; with *f*." Pupils write as follows :

bar	cross	dine	find
boss	cloud	did	far
bid	crust	dust	fine
bind			fell
bell			

5. Turn to the vocabulary of second year words (page 63). Have the pupils observe that they are arranged in alphabetical order.

(a) Pupils find the place in the list of words beginning with any given letter, thus :

Teacher : Where must we look for words beginning with *a* ?

Pupils : At the beginning, for *a* is the first letter in the alphabet.

Teacher : Where must we look for words beginning with *w* ?

Pupils : Near the end, for *w* is near the end of the alphabet.

Teacher : Where must we look for words beginning with *m* ?

Pupils : Near the middle, for *m* is near the middle of the alphabet.

(b) Pupils find any word called for in the list. Teacher asks, "Where shall I find *barn* ?"

Pupils answer, "With words beginning with *b*, near the beginning." Pupils find the word and touch it. In the same way the teacher calls for other words. In each case the pupils decide where in the list to look for it according to the initial letter, then find and touch it.

(*c*) Let the pupils go through the list to see if every letter in the alphabet has been used as an initial letter. They will find that there are no words listed beginning with *q*, *x*, and *z*.

(*d*) Have the pupils write the alphabet in vertical columns omitting *q*, *x*, and *z*, and opposite each letter copy a word beginning with that letter from their lists on pages 63 and 64, thus:

a — after
b — baby
c — children
d — dog

INITIAL WORDS OF PHONETIC SERIES

On pages 61 and 62, the teacher will find a list of initial words of the phonetic series that have been taught in the first two grades in the order in which they have been taught. This list will provide a means for the teacher to learn whether a series has been taught, and the relative position of the series in the work of the first two grades.

VOCABULARY

The vocabulary on pages 63 and 64 gives a complete list of all the sight words which have been taught in the first and second grades. It will furnish the teacher the means:

1. For finding if any given word is to be found in the text of the first two grades.
2. For excellent drill in preparation for the use of the dictionary.
3. For a review list at the end of the year's work.

PHONIC SERIES

The phonic series used in this book are presented first in the text as short lists. On page 65, Part I, will be found more complete lists for supplementary drill, if desired. These are numbered in the same order and are similar to those found on the Aldine Phonic Chart. If one of these charts is available, it will be found of great assistance in the teaching of spelling in these early grades. Drills on these complete series may well be given whenever a review or an additional lesson is possible. The pupil may study from his book, quick drills may be given from the chart, and then a selected list may be dictated by the teacher. Too much *intelligent* drill on these phonic series cannot be given.

SUGGESTIONS FOR THIRD YEAR

USE OF STORIES

THAT stories have helped in other branches of the curriculum outside of spelling is a well-known fact. Up to the present, spelling has been so stereotyped, so humdrum, that stories have had little or no place in the spelling lesson. Spelling, however, is the result of forming right habits and these right habits can be stimulated and encouraged by the right kind of stories. At the beginning of the work of the third grade is told the story of "The King's Rules." This story should be told to the children along with other stories of the grade, dramatized, and every means used to fix the point of the story. During the year constant reference should be made to "The King's Rules." For example, in teaching Lesson 91 reference should be made to the king's second rule. In Lessons 92 and 94 reference should be made to the king's third rule. Whenever a pupil mispronounces a word his attention should be directed to the first two rules. Care should be exercised in referring to these three rules that the interest is quickened and not deadened by the constant repetition and reference to the same story.

USE OF PICTURES

Throughout the book illustrations are given. The words of a lesson will be found to be illustrated in the pictures

connected with the lesson. Pupils may be asked to cover the words of a lesson and write all the words that they find connected with the picture.

PHONETIC WORDS

The third grade work continues the work in phonics started in the first and second grades. The suggestions given on pages 28 and 36, for the first and second year's work, apply equally well to the work of the third year.

QUOTATIONS

The sentences used in connection with the lessons may be used in a variety of ways :

(a) They are placed in the book primarily for the purpose of illustrating the use of the word.

(b) They have been very carefully selected from our best authors and many of them may wisely be memorized.

(c) They may be used as dictation exercises. In this case misspelled words should be counted as errors. All other mistakes should be corrected by referring to the book but should not be counted against the child as an error in spelling.

SUGGESTIONS FOR STUDY

At the end of many lessons, or groups of lessons, will be found suggestions for the pupils to use in their study. The teacher should call attention to these. They will be of great help to the pupil if he has been taught how to use them. They are, however, incomplete owing to the lack of space, and the wise teacher will find other sugges-

tions to give the pupils as she finds, through the correcting of papers, other difficulties which arise in the spelling of particular words.

ABBREVIATIONS

The use of the capital letter has been presented in connection with the beginning of the sentence, and the spelling of the names of the months and of proper names. In the third grade the names of the days have been added, and a few abbreviations. (See Lessons 100, 101, 114, 115, 124, etc.) These should be thoroughly taught with emphasis on the use of the period.

PREPARATION FOR DICTIONARY WORK

1. Early in the year have the pupils arrange the words in any lesson, lessons, or on a page, in alphabetical order; as, Lessons 22-25, page 15. Pupils write as follows:

A	B	C	D	
around	bowl	clean	dash	etc.
	beside	cash		
	bottom			
	bean			

2. Have the pupils turn to the third grade vocabulary, page 43.

(a) Have them make an alphabetical list of words from the vocabulary; as, *able, beam, cage, daily*, etc.

(b) *Finding Words Quickly.* Teacher says, "Read this list of words until you find the word *cane*." After the pupils have complied the teacher says, "Count all the words you

read before you found the word *cane*." Pupils count and answer, "Seventy-one." Teacher asks, "How could I have saved time in finding this word?" The pupils easily discover the fact that they can save time by looking for the word among the words beginning with the same letter. The teacher tests and proves this to be true by calling for other words; as, "With what letter does *face* begin? Where shall we find it?" Pupils answer, "*Face* begins with *f*; we shall find it with the words beginning with *f*." They do so. Teacher asks, "How many words did you have to read before finding the word *face*? How many do you think you would have to read if you counted from the beginning?" Conclusion to be discovered and expressed by the pupils: An alphabetical arrangement of words saves time in finding any particular word.

(c) *Finding Words Easily*. Teacher says, "Who can find the word *autumn* first?" Pupils find it. Teacher asks the first pupil ready with the word, "Where did you find it?" Pupil answers, "I found it among the words beginning with *a* at the beginning of the list." Teacher calls for more words from different parts of the list; as, *farm, yellow, branch, taste, many*, etc. In every case pupils must determine first, the initial letter of the word; second, the place in the alphabetical list for words beginning with that letter.

Conclusion to be discovered and expressed: An alphabetical arrangement of words makes it easier to find any given word in a given list.

3. Have the pupils arrange the hundred words on pages 41 and 42 in alphabetical order, considering only the initial

letter of each word. This may be done by having each word copied on an oblong piece of paper, or on oak tag cards, and these cards placed in alphabetical order, or by having columns marked off, headed by letters alphabetically arranged; as:

A	B	C	D	E	F	G
---	---	---	---	---	---	---

4. (a) Have the children list the words from sentences or short stories in alphabetical order, as those in "The Golden Eggs," page 17.

(b) After the list has been made (see *a* above) have the pupils read through the sentences again to make sure that every word in them has been listed. The exercise emphasizes the value of alphabetical arrangement. Example: Teacher says, "If you wish to make sure that you have the word *the* on your list, how can you find out easily and quickly?" Pupil answers, "I will look near the end of my list among the words beginning with *t*."

(c) *Adding to an Alphabetical List of Words.* Teacher says, "I would like to have the word *do* added to the list. (See (a) above.) Where should it be written?" Pupil answers, "Put it with *day* because it begins with *d*." The teacher says, "There is no word beginning with *i* in the list; if I wish to add the word *into*, where shall I place it?" Pupil answers, "Place it after the words beginning with *h* (or before the words beginning with *j*) because that is the place of *i* in the alphabet."

5. Have the pupils arrange themselves in a line in alphabetical order, considering first the initial letter of their first names. Have the pupils take their places as the teacher

calls the letters. Thus, the teacher calls *a*, and Alice, Andrew, and Anna step into line. At once the question arises as to who shall stand first — all names begin with *a*. Teacher writes the names on the board and says, “Look at the second letter in each name.” The pupils study the second letter with the teacher, and decide that as *l*, the second letter in Alice, comes before *n*, the second letter in Anna and Andrew, Alice should have first place. To fix the place of Andrew and Anna the third letters of each name must be considered.

6. On page 29 is a lesson on arranging by the second letter. Following this have the pupils arrange other lists of words in alphabetical order, (*a*) considering the first two letters of the word ; (*b*) considering the first three letters.

7. Have the children give all the reasons that they can think of to prove that the alphabetical arrangement of a list of words is a good one.

SUGGESTIONS FOR FOURTH YEAR

HOW TO STUDY SPELLING

WHEN the pupil enters the fourth grade he begins to learn to depend more and more upon himself. He does more of his work by himself. This is as it should be, but there is still need of a guiding hand. If the pupil is to acquire a real *spelling consciousness*, and form a good habit which is real and lasting, these helps must be plentiful, but at the same time arise in such a way that they will be helpful in forming and strengthening the good habits, and tend to break any bad habits which may have been started.

The suggestions accompanying the lessons in the first three grades are continued in the fourth, in such a way that, with the preparation which the pupil has had in the early grades, he can apply the helps himself with the minimum amount of care and watchfulness on the part of the teacher.

As pointed out in Part I of the manual, page 18, the derived form in most cases presents a new spelling problem even though the root word has been taught. By focusing the attention on the part common to both the root word and the derivative, and fixing the change by numerous examples, the change from root to derivative is made with less trouble. Lessons 4, 5, 15, 16, and 74 illustrate this point.

DICTIONARY WORK

During the previous three years the pupils have been prepared to use the dictionary. They have been made thoroughly familiar with the alphabet, and are familiar with the arrangement of words in alphabetical lists. They have learned to arrange words in alphabetical lists, as well as to find words easily in a short list which is alphabetically arranged. The work of the fourth year is the teaching of the formal use of the dictionary. The following story is presented as an interesting way of approach. Let us attempt to vitalize our work in the dictionary. The place to begin this vitalizing is in the fourth grade. A "story with a hint in it" for fourth grade teachers is a suggestion along this line.

A "STORY WITH A HINT IN IT" FOR FOURTH GRADE TEACHERS

The Third Graders had been promoted into the Fourth Grade! They sat very tall and behaved just like Fourth Graders as Miss Merlin, their new teacher, said pleasantly: "This morning as I rode to school in the street car, I read over the market advertisements. I found in one a word that is new to me. I don't know how to pronounce it, and I don't know what it means. I will write it on the board. Perhaps some one may know the word and tell me how to pronounce it and what it means."

Miss Merlin wrote the word on the board — *broccoli* — then turned to the pupils and said, "Can any one pronounce this word?"

Alice stood by her desk ready to speak. "Have you seen this word before, Alice?" asked Miss Merlin.

"No," answered Alice, "but I think I can guess how it is pronounced."

"Oh!" said Miss Merlin, "I don't want any guessing. You might guess wrong. If I hear the word incorrectly pronounced for the first time, I am afraid I shall find it harder to learn the correct pronunciation. Two reasons why so many words are pronounced incorrectly are: people guess a wrong pronunciation instead of finding the correct one; and people hear the incorrect pronunciation instead of the right one. I want the correct pronunciation for the word on the board. If you cannot give it to me, perhaps you can tell me where I can get it."

John jumped to his feet. "Go ask the market man," he said.

"I might," answered Miss Merlin, "but there are reasons why I would rather not."

"It's too far to the market," "It would take too long," "You can't go until after school and by then the market may be closed," were some of the objections made by the pupils.

"Those are all good reasons," answered Miss Merlin, "but if there were no other way to learn the correct pronunciation of the word I might manage somehow to make a trip to the market. And I really need not take the trouble. I can find out all I want to know about that word right here in our own schoolroom."

The pupils looked at one another with troubled faces. In the third grade they had always gone to their teacher

with bothersome words, and here was Miss Merlin bringing hard words to them and expecting them to help her to learn the pronunciation and the meaning. Never had they felt so helpless. Suddenly John cried out, "Oh, I know! The dictionary!" and running to the front of the room, he placed his hand on a great, heavy book that lay on the small table near Miss Merlin's desk. "My father has a dictionary like this," he continued, "and he often looks up words in it."

"Good, John!" said Miss Merlin, "you have shown me the best place to go for the help I need. This book contains 400,000 words. My word is one of those 400,000. How can I find my one word among so many?"

"I know," answered John. "My father showed me. The words are arranged like the alphabet, first the *a*'s, then the *b*'s, and then the *c*'s, and so on."

"John is right," said Miss Merlin. "If you will all come forward and stand near the table I will show you just as John's father showed him."

The pupils came forward and Miss Merlin showed them that the dictionary words were arranged in alphabetical order. "Now where shall I look for my word?" she asked.

The pupils glanced at the word on the board and answered, "Look among the words beginning with *b*."

Miss Merlin opened the dictionary and held all the pages containing words beginning with *b* between her two hands. "If I begin with the first word beginning with *b* and read each one, it will take me hours," she said, "but the maker of the dictionary has so arranged the words that I can find the word I want in a few seconds. Let us see if we can discover

just how the words have been arranged to help us find any one quickly. We have seen that the words are arranged alphabetically according to the first letter in each. Now let us look at the second letter in the word beginning with *b*."

The pupils watched as the pages were turned over and discovered that the words were grouped in alphabetical order according to the second letter in each.

"Then," said Miss Merlin, "if I want to find a word beginning *ba* where in the list of words beginning with *b* shall I look?"

"Look near the beginning," was the answer.

"If I want one beginning *bl* where shall I look?" asked Miss Merlin.

"Look towards the middle of the list," answered the pupils.

"But I want to find one beginning with *br*," said Miss Merlin, pointing to the word on the board.

"Look near the end of the list," said Alice.

Miss Merlin found the first word beginning with *br*. "Shall I find my word near the beginning of the *br* list?" she asked, holding the page toward the pupils.

They looked at the page and answered, "No, all the words on this page begin *bra* and you want a word beginning *bro*."

"How shall I find my word?" asked Miss Merlin.

John turned over the pages slowly while the other pupils looked on. "Oh," cried Alice, "the words are arranged in alphabetical order for the third letter, so you must look beyond the middle of the list!"

Miss Merlin asked Alice to find the first word beginning with *bro*. When it was found the children discovered that the alphabetical arrangement of letters extended to the fourth and fifth letters and even unto the end.

"Some job!" said John, moved by the efficiency of the arrangement as well as by the bigness of the task. "Now I know how I can find any word in the dictionary — just trail the alphabet from the first to the last letter of the word you are looking for."

Miss Merlin laughed. "I don't believe that I'll try to improve upon your rule, John," she said. "The Alphabet Trail is a pretty good one to follow in tracking any word to its dictionary den."

Following John's rule, the word sought — *broccoli* — was soon found. "So that you may all see exactly how the dictionary helps us pronounce this word, I will copy on the blackboard exactly what I find written here."

Stepping to the board, Miss Merlin copied the word, divided into syllables and marked exactly as it appeared in the dictionary — (brŏk'ŏ-lĭ).

Some of the pupils understood the diacritical marks for the short sounds of *o* and *i*; others did not. None knew the meaning of the mark above the *o* of the second syllable.

"Well," said Miss Merlin, "let us see how the dictionary is ready to help us. Look at the words written at the bottom of the page. They are all little words that you know. What letter is marked in the first eight words?"

The pupils near enough the dictionary to read replied, "The letter *a*." "And," added Mary, "each *a* is marked in a different way."

“Read the words with the marked *a*’s and see if you can discover the reason why each *a* has a different mark,” said Miss Merlin.

Mary read the words, pronouncing each clearly and distinctly. When she had finished every child was ready to answer; but Miss Merlin smiled at Mary, who said, “The *a* in each word has a sound different from all the other *a*’s.”

In the same way the pupils discovered the different sounds of *e*, *i*, *o*, and *u*. “Those are all the vowel sounds,” said Alice.

“Yes,” added John, “and the dictionary man has arranged them in alphabetical order. Didn’t he stick close to the alphabet though!”

“These little words at the bottom of the page are called key words,” said Miss Merlin. “Can any one tell why?”

The pupils thought for a moment. Then Tom said, “I know. Because they unlock the pronunciation of the new word.”

“Good,” said Miss Merlin, “pronounce the first syllable in our new word on the board, Tom, using the key word.”

Tom looked at the mark over the *o* in the first syllable, found the same mark over the *o* in *odd*, the key word at the bottom of the page, and said, “Odd—*ö*—brök.”

“Good!” said Miss Merlin. “That’s the way. Now, Jack, pronounce the second syllable.”

Jack looked at the mark over *o*, the only letter in the second syllable, found the same mark over the *o* in the key word *obey* at the bottom of the page, and said, “Obey—*ö*.”

In the same way Alice studied the last syllable, finding a mark like the one used over the *i* in the key word *ill* at the bottom of the page and said very clearly, "Ill—ĩ—lĭ."

"Fine!" said Miss Merlin. "John, you may pronounce the whole word." John did so, sounding the letters correctly but placing the accent on the second syllable, thus, "Brok-o'-li."

"Not quite right," said Miss Merlin. "I am going to pronounce the word correctly. As I speak it notice which syllable I accent or emphasize." She then repeated the word, placing the accent correctly.

"You accented the first syllable," said Alice.

"Yes," answered Miss Merlin, "I did. Now look at the word as I have copied it on the board from the dictionary and see if you can discover anything that tells me which syllable should be accented."

"Oh, I know," cried John. "There is a little mark something like a slanting exclamation mark after the first syllable! Is that why you read it like an exclamation, Miss Merlin?"

Miss Merlin laughed and answered, "Well, we call the mark an accent. But it is something like an exclamation mark in looks, and an accented syllable sounds not unlike an exclamation, John. Now pronounce the word correctly."

John did so, and then other pupils repeated it after him.

"Now I know how to pronounce the new word but I don't know what it means," said Miss Merlin. "The meaning of the word is written right after the correct pronunciation. Mary, will you read what is written?"

Mary looked at the printed page for a moment, then read aloud, "Broccoli. A hardy cauliflower."

"How many know what a cauliflower is?" asked Miss Merlin. She looked at the upraised hands and added, "I see that you all know, but if any one didn't know how could he find out from the dictionary?"

Eagerly the pupils told Miss Merlin how to find the word — "track it down," John said — in the dictionary; how to learn to pronounce it; and how to find the meaning.

"Good," said Miss Merlin. "What have you learned in this lesson?"

"I have learned that I can find the pronunciation and meaning of any new word in the dictionary," said Alice.

"I have learned how to find any word I want," said Tom.

"I have learned how to unlock the pronunciation of any word with the keys at the bottom of the page," said Jack.

"I have learned how to accent the right syllable," said Mary.

"I have learned where to look for the meaning of a word," said Henry.

"Then you have learned almost all that is necessary for a helpful use of the dictionary," said Miss Merlin. "Tomorrow we will have some dictionary practice."

The teacher may read the above story to her pupils or make a similar introductory study of the dictionary with any word she may select.

SUGGESTIONS FOR FIFTH YEAR

USE OF STORY

At the beginning of Part II, the story of "The King's Rules" was given to the children. This story should be reviewed for it emphasizes three important factors in learning to spell.

1. To *listen* carefully when the word is spoken.
2. To *say* it correctly when you speak it.
3. To *look* at the word thoughtfully to get an exact picture of it in your mind.

The work of the fifth and sixth grades opens with another story to emphasize the same three points in a different way. The story of "The Two Scouts" emphasizes the fact that a good speller is a good speller because he

Sees exactly

Hears exactly

Pronounces exactly

It is hoped that fifth and sixth grade teachers will continually emphasize these three fundamental principles.

DICTIONARY WORK

The new work of grade IV consisted in the presentation of the formal use of the dictionary. Many drill lessons

were given in connection with language, reading, and spelling lessons. A good habit has been started. The children, however, have not become sufficiently familiar with the dictionary to make the finding of words easy. Much practice in searching for words needs to be given so that such searching becomes more or less automatic. They have little need outside of school to use the dictionary, and there are many matters which the fourth grade teacher did not have the time to teach, even if the children had been prepared for it. To give all the drill that is necessary without the work becoming a burden which the children will approach with little or no interest will tax the best ingenuity of the teacher.

The fifth grade teacher, therefore, must continue the good work begun in the fourth grade. She must attempt to make the habit more automatic. Children must be taught that they have a real need for the dictionary. The fourth grade was taught the use of the long and the short vowels in the word. The fifth grade completes this work by presenting the other sounds of the vowels and the use of the key at the bottom of the page in every dictionary. This work is presented in Lesson 7. Accompanying this lesson is a list of words which present some difficulty in pronunciation. Pupils are asked to look up the pronunciation in the dictionary. *This should be done under the immediate supervision of the teacher.* Directions are given the pupil as an aid in fixing this phase of the work in the memory, *not as a substitute for the teaching.*

Toward the latter part of the year a further phase of the use of the dictionary is presented. Lesson 145 deals with the

subject of finding the spelling of a word of which the pupil is not quite sure.

Steps in finding the spelling of a word :

1. Think carefully how the word might be spelled.
 - (a) Note the syllables.
 - (b) Note the sound of vowels and consonants in each syllable.
 - (c) Note the possibilities to represent each sound.
2. Find the word in the dictionary.
 - (a) Call attention to the fact that the first two or three letters will approximately locate a short word.
 - (b) The first four or five letters will approximately locate nearly every word.
 - (c) Every word in the dictionary is arranged in exact alphabetical order.

Words in Lessons 3, 17, 39, and 40 illustrate a third phase with the development of root words and derivatives which will be taught formally in the seventh grade. These lessons bring together words which have a common root. The teacher should be continually on the watch for these common roots and call the attention of the children to them. In undertaking to develop a spelling consciousness there is probably nothing that will help so much as this phase of the work. In *agree*, *agreeable*, *disagreeable*, and *agreement*, *agree* is the common part. Children do not always recognize this, as shown by the fact that children spell the derivative with a lower degree of accuracy than they spell the root word. (See page 19 of this manual.)

ENUNCIATION

Along with the teaching of the various sounds of the vowels and consonants should come at this time a strong effort to impress the need of clear enunciation. Great care should be taken that a vowel is given its true value, that all sounds are given, that silent letters are not sounded, and that the syllabication is correct.

Poor enunciation is a common source of error. Do not permit "in" for "ing," final "ed" to be sounded like "t," or "body" to be pronounced "buddy." Remember that *a word correctly pronounced is half spelled.*

TEACHING OF RULES

In the text of the earlier grades, emphasis has been frequently directed toward the changes in words in forming plurals and adding suffixes and prefixes. Very little has been said when the only change has been the adding of "s." This regular form causes no great trouble.

During the fifth year a few simple rules are presented. These have been frequently illustrated in earlier grades. The rules presented are those for which there is frequent use.

On pages 14, 17, and 19 the rule for writing derivatives of words ending in *y* preceded by a consonant is given with many illustrations. Throughout the year's work, however, these words are occurring. Such words will be found in Lessons 20, 32, 34, 37, 39, 40, 41, 42, 50, 59, 91, 114, 115, 156. On page 28 the rule for writing the plurals of nouns ending in *f* or *fe* is given with illustrations. After these rules are taught the teacher should take every advantage offered for fixing the rules.

SPELLING DEMONS

Spelling demons have been described as words which give trouble and need to be attacked as the knights of old attacked and overcame dragons and demons that brought trouble to mankind.

In Lessons 64 to 75 the hundred words described by Dr. Jones as the Hundred Demons of the English Language are given. Each of these words has been previously taught, some of them as early as the second grade. It is very probable, therefore, that for some children only a few of the words are "demons," for a demon conquered is a demon no longer.

These lessons, therefore, should be used as a test to find out which children need further drill or new presentations of these difficult words. These words should have been fixed in previous grades, but if any pupil has *not* mastered the word now is the time to attempt to master it. However, it is individual work, *not class work*, which is needed.

On page 42 have been collected 132 of the 1,000 commonest words as selected by Ayres. This list should be used in a similar way. All of these words have been taught. The method to follow, then, is to test first to see what words, if any, need to be taught again *to the class*, and then what words should be emphasized with individuals.

SUGGESTIONS FOR SIXTH YEAR

WORDS USED IN THE SCHOOLROOM

IN many courses of study the formal teaching of history begins in the sixth grade. The spelling work of this grade gives many lessons directly, or indirectly, connected with the teaching of history. Lessons 1 to 17, and 104 to 109, have for their foundation lessons on the flag and government.

However, there are always special words in various subjects of the curriculum which should be learned because of their use in the school work of the year, rather than for their general use in the world at large. These words are not included in the spelling book and should be taught as supplementary words as occasion requires. This is also true of local and proper names. Proper names, with very few exceptions, are not taught in this text. The teacher should make up a list of such local names as her pupils need to know, and *teach* the spelling of any that have spelling difficulty.

DICTIONARY WORK

The dictionary work of the sixth year aims to establish the dictionary habit. Lesson 30 is the beginning of the use of the synonym, although this word is not used in the pupil's text at this point. This lesson should be worked

out very carefully under the immediate supervision of the teacher. The formal work on synonyms is presented in the seventh grade, but this preliminary work is of very great importance.

The rule for forming the plurals of nouns ending in *o* is given in Lesson 35, and for nouns ending in *s*, *sh*, *ch*, and *x*, is given in Lesson 36.

On pages 63 and 64 are presented lessons consisting of words having *i* before *e*, or *e* before *i*. After teaching Lessons 45 to 50 inclusive, the words of these lessons should be reviewed as a whole. Other reviews of them should be frequent enough to be sure that the rule is fixed in the child's mind and is being followed. There is no greater cause for misspelling than the confusion existing because of these two combinations of letters. Careful teaching at this point means much. Lessons 51 to 54, inclusive, are exceptions to the rule and should be carefully noted.

Individual words are constantly occurring which well illustrate the rules that have been taught. Teachers should not fail to take advantage of these opportunities in the teaching part of the lesson.

BUILDING A VOCABULARY

Throughout the book every possible opportunity to present root words and derivatives together has been taken. Lessons 6, 8, 9, 13, 20, 30, 55, 67, and many others illustrate this feature. It was not possible to present derivatives in all cases, or to present all that might well be discussed with each root word. A great opportunity for splendid word building exists in connection with the spell-

ing lesson. The resourceful teacher will supply additional words of this class at every opportunity, calling especial attention to any changes of form because of the formation of the derivative. This will mean not only a larger spelling vocabulary but a larger speaking vocabulary.

Teaching synonyms also furnishes a chance to greatly increase the speaking vocabulary.

DEMON AND REVIEW WORDS

On page 65 is given another list of "demons" prepared by the authors. The sixth grade teacher should hold herself responsible for this list. Keep on urging and testing until each child has mastered *his particular demons*. Remember that they are an individual affair and that no two pupils have the same difficulties.

A special review list of common words is also given on pages 84 and 85. This list should be tested from time to time, and a very high percentage of accuracy may reasonably be expected.

VOCABULARY

The vocabulary at the end of the work for the grade serves four purposes :

1. It shows the teacher all the words which are in the text.

2. It enables the pupil to find the word which has occurred in the year's work.

3. The asterisk shows which words have been previously taught.

4. It gives a list of words with which to test the pupils at the end of the year's work.

SUGGESTIONS FOR SEVENTH YEAR

THE STORY

THE work of each book begins with a story intended to impress the children with the importance of *seeing* the word exactly, *hearing* the word correctly, and *pronouncing* the word accurately. "The Efficient Guide" emphasizes these points together with the necessity of learning to spell the word correctly the first time. The right use of the story will help to impress upon the children the fact that in spelling, as in the industrial world, there is no second chance. A thing is right or it is wrong.

ROOTS AND DERIVATIVES

The ALDINE SPELLER has emphasized throughout its text the importance of developing a "spelling consciousness." A simple list of words is inadequate to accomplish this. The work of the seventh grade continues this development by emphasizing the importance of roots and derivatives. Teachers have been repeatedly urged to present all derivatives whenever the root word has been given. The formal study of roots and derivatives is a large part of the work of the seventh grade. Emphasis should always be given to the part which is al-

ready familiar, at the same time calling attention to any changes in the vowel or in the consonant through the formation of the derivative.

TROUBLESOME ENDINGS

On page 15 will be found a group of words ending in *or*, *er*, and *ar*. These should be taught in groups until they are thoroughly fixed. Mnemonics may help to establish the correct form. Remind the pupil of the spelling and pronunciation of *authority* and he will remember that *author* ends in *or*. Likewise *factory*, *inventory*, *oratory*, *similarity*, etc., help to show him the correct spelling of the shorter word. Following this drill review the entire page.

SYNONYMS

Much of the work of the seventh grade consists of a careful study of synonyms. Spelling is closely correlated with language and one of the results of good spelling teaching should be not only an ability to spell common words correctly, but a normal and continuous growth in the written and spoken vocabularies of the children. This growth can be increased very materially by the study of derivatives and synonyms. This study also furnishes the very best exercises in the use of the dictionary for which the pupils have been prepared in preceding grades.

DICTIONARY WORK

Not only does the work in synonyms in this grade provide excellent dictionary work, but there are still other

opportunities for the teacher to give the right kind of practice in the use of that book. No lessons on antonyms have been given, but it is an excellent practice to have pupils look up antonyms as well as synonyms. Many additional paragraphs may be dictated by the teacher and the pupils required to look up both synonyms and antonyms.

Nothing more wooden or deadening can be conceived than the practice of requiring the pupils to look up every word in the dictionary and to write a definition for each and every one. This monotonous practice should never be followed. Put life and interest into the lesson by variety, and let the children see that the building up of a vocabulary can be an exciting game.

THE TEACHER'S OPPORTUNITY

Perhaps with no class has the seventh grade teacher a greater opportunity for a fine and helpful influence than she has with the spelling class. Her pupils will be judged, in later years, by their speech. She may, by careful teaching, expand their vocabularies so that they have a broad range, and she may likewise secure an accuracy in enunciation which will reflect great credit on her teaching. However, this training must carry over into all other class work in the grade to attain its greatest effectiveness.

REVIEWS

A review of many troublesome words previously taught is given at the beginning. Many reviews should be given during the year. These should be determined by the

teacher and should emphasize all words that have presented difficulty to the class or to individuals.

PROPER NAMES

In the class work in Geography and History the pupil is confronted with a great many proper names. Fortunately most of these are spelled as they sound. For a pupil who has been properly taught such words present no difficulties. The important point is to see that they are correctly pronounced when first used. There are, however, many proper names that have spelling peculiarities. The great importance of impressing these upon the pupil's mind is quite obvious. This should be done in connection with the regular class work as they have occasion to use the names. The seventh grade teacher should be especially vigilant and see that all proper names are correctly spelled, particularly with regard to the capital letter.

VOCABULARY

The alphabetical vocabulary may be used for review lessons and for looking up words. Its use helps to encourage the dictionary habit.

SUGGESTIONS FOR EIGHTH YEAR

REVIEW

THE eighth grade teacher should read carefully the directions for the seventh grade. She should know what has been done and what has been left undone. In many schools she completes the teaching of spelling. While wasting no time in unnecessary reviews, she may wisely give a careful test at the beginning and learn her problems. The work in word building, by means of synonyms and derivatives, should be continued.

PREFIXES AND SUFFIXES

The work of the eighth grade continues the work of the seventh grade in word building by a careful study of prefixes and suffixes. The addition of a prefix or a suffix makes a longer word and, because it is longer, the word becomes harder to visualize as a whole. It is highly important that the root part of the word should be pointed out, and it will be found that in most cases it is a familiar word. When this is true the prefix or the suffix becomes the part which needs to be drilled upon and emphasized. On pages 48 to 54 are given a list of words having troublesome endings. On pages 48, 49, and 50, for example, are words ending in *ent*, *ant*, *ence*, and *ance*. These should be taught by groups and, after the whole page has been carefully taught and

studied, drill lessons and reviews should be given until the pupil has the endings learned. These reviews will tax the ingenuity of the teacher that they may be interesting and not merely a mechanical word drill. Attention may well be called to the fact that the plural of nouns ending in *ant* and *ent* have the same pronunciation as the corresponding words ending in *ance* and *ence*. If given in a sentence the meaning will clearly show him which one is meant. Care must be used that confusion does not result. Thoughtful teaching is important.

REVIEW OF RULES

During the work of the preceding grades the important rules for spelling have been developed. On pages 54, 56, and 57, they are given for review with many illustrations. In addition, Lessons 30, 38, and 39, give some exceptions to these rules. These lessons should be thoroughly reviewed until the correct spelling is established.

WORDS HAVING TWO PRONUNCIATIONS

At the close of the year's work is given a list of 28 words spelled alike but accented differently. The difference in meaning should be emphasized, each word used in a sentence to impress the correct pronunciation, and the pupils taught to discriminate as to the form that should be used.

VOCABULARY

As in previous grades much use may be made of the alphabetical vocabulary for purposes of review and reference.

APPENDIX

Following the vocabulary the teacher will find some special lists, placed there for reference. They will provide some very interesting supplementary lessons. They are :

1. A list of words used in medicine, and the names of diseases. Many of these present difficulties. Their teaching is optional with the teacher.

2. A list of words having more than one correct spelling. The simpler spelling is usually the one to be preferred.

3. A list of words frequently mispronounced. The teacher should know this list and by it check the pupil's pronunciation.

4. A list of foreign words which have come into more or less frequent use in our language. The correct pronunciation should be noted.

5. Two lists of foreign words and phrases, chiefly from the French and Latin. Though only a small percentage of the pupils will use these in writing they occur with such frequency in the books which they will read that it is desirable that they shall have access to them.

6. A list of common abbreviations. These need to be learned since their use is frequent.

